

**THE INSTRUCTIONAL DESIGN OF TEACHING WRITING SKILL  
AT ENGLISH DEPARTMENT OF UMS IN 2013/2014 ACADEMIC YEAR:  
A NATURALISTIC STUDY**



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2014**

**APPROVAL**

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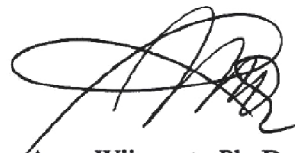
Surakarta, December 15<sup>th</sup> 2014

The First Advisor

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Agus Wijayanto Ph, D.

### **Abstract**

**Fibrian Anindyawati. “The Instructional Design of Teaching Writing Skill at English Department of UMS in 2013/2014 Academic Year : A Naturalistic Study, Surakarta. 2014.**

The objective of this research is to get a clear description of the teaching learning process of Writing I-Writing IV Skill at English Department of Muhammadiyah University of Surakarta in which covers about the syllabuses, the learning objectives, the instructional materials, the teachers’ roles, the students’ roles, the differences of classroom techniques, the differences of classroom procedures, the teaching media in the teaching learning process, and the assessment models in teaching learning process. The data of this research were collected from several technique including observation, interview and documentation. This research was conducted in naturalistic study. The syllabus used in Writing I and Writing II is grammatical syllabus and the syllabus used in Writing III and Writing IV is task-based syllabus. The learning objectives categorized into two namely, general objectives and specific objectives. The instructional materials were divided into three categories: printed materials, visual materials, and materias taken from internet. The teachers’ roles were divided into five: as an organizer, as a consultant, as a feedback provider, as an assessor, and as a motivator, while the students’ role were divided into three: as an active participant, as a peer reviewer, and as a peer editor. The classroom techniques consist of: brainstorming, discussion about the theories, question and answer exercises, getting students to self-correct, and assignment. The classroom procedures of Writing I and II are BKOF-MOT-ICOT; the classroom procedures of Writing III are reviewing, gathering ideas, organizing, build writing activity; and the classroom procedures of Writing IV are reviewing, explaining the materials, gathering ideas, organizing, build writing activity. The media used by the lecturers are LCD Projector, board, slides, and videos. The lecturers used some kinds of assessment model consist of: multiple choices, weekly assignments, quizzes, mid-test, and final-test. The researcher found some strengths and weaknesses after conducted the research. The strengths come from the lecturers and the students. The lecturers could make a comfortable atmosphere in writing class the students also active and responsive toward the lecturers. However, it also shows the weaknesses. The first is the classroom situation which crowded and noisy, and the students character who did not have self-confidence in writing.

**Keywords: Instructional Design, Writing Skill, Teaching Writing**

## **A. Introduction**

It is generally agreed that writing is the most difficult skill to master for foreign language learners. For Junior and Senior High School Students, writing skill is applied to make simple letters, or short stories, while for university students the writing skill is applied to make journals, proposals and research papers. In the university level, there are three genres of writing that should be taught by the lecturers. According to Brown (2004: 219) there are three genres of writing; academic writing, job-related writing and personal writing.

Writing can be complicated for the students who lack vocabulary. It is difficult for them to combine words to make paragraphs. Writing can be an uninterested activity for the students who do not have a lot of vocabulary and ideas. They need to find an idea first and then make some drafts of their writing projects. Writing is important for English Department students because they have to make a research paper before their graduation. Writing I and Writing II train the students to understand any types of texts and discuss paragraph development. Writing III and Writing IV train the students to write journal, research proposal, and research papers. They have to read many books and journals and find a lot of idea to build a journal or research proposal. Writing III and Writing IV are prewriting stages before they write the real research papers. If they can find a lot of idea, it will simplify their tasks in writing the research papers.

Effective teaching begins with effective planning. Instructional design may include the analysis of learning needs, identifying instructional goals, and objectives, and the systematic development of instruction (Paula 2011: 105). Instructional design consists of learning objectives, syllabus, materials, relevant media, the teacher's roles, and teaching techniques. The teachers have to design all of these criteria to meet the student's needs.

The teaching learning process of writing occurs in four stages: "prewriting, composing/drafting, revising, and editing (Badge & White, 2000: 154) in Fauziati (2010: 50). Prewriting is the phase of idea gathering. Drafting is the process of writing a rough outline of what is addressed; Revising or elaborating is the modifications of their writing based on the feedback from their peers or teacher. Editing, correcting mechanical errors like spelling or punctuation, is the last stage.

Muhammadiyah University of Surakarta is one of Private Universities in Surakarta. English Department is one of the faculties in Muhammadiyah University of Surakarta. The basic subject taught by the lecturers for semester I-IV students is language skills. Language skills consist of listening, speaking, reading, and writing. Writing is a subject prepared by the lecturers of Muhammadiyah University of Surakarta to develop students' ability to write some journals, research proposals, and research papers. Writing subject in Muhammadiyah University of Surakarta is divided into four stages. Writing I for the first semester, Writing II for the second semester, Writing III for the third semester, and the last is Writing IV for the fourth semester.

According to Byrne (1988: 1), writing is producing a sequence of sentences arranged in a particular order and linked together in certain ways. The students have to take all Writing I-Writing IV subjects. The materials in Writing I cover the application of punctuation, spelling, capitalization, and grammatically correct sentences in any types of text. The students are expected to comprehend sentences in functional and genre-based text. Writing II enables the students to master paragraph development. While writing III enables the students to write different types of essays namely argumentative essay, persuasive essay, cause-effect essay, comparison and contrast essay, and summary and analysis essay which then develop into academic writing. Academic writing is given in Semester IV. Academic writing for Writing IV students, can be in the forms of papers, general subject reports, essays, compositions, academically focused journals, short-answer test responses, and technical reports.

Writing III and IV can be complicated for students of Muhammadiyah University because they have to learn to write in an effective way, to find a good idea, and to combine sentences by sentences using good grammar. Both writing subjects are crucial subjects to develop their writing skill before writing a research proposals and research papers.

This study observed Writing I to Writing IV learning processes using naturalistic study. According to Agrosino (2007: 3), naturalistic study is an observation of people and events taking place in the setting in which they

naturally occur, and it involves those who naturally take part in them. The aim is to capture the essential flow of everyday experience.

In English Department, writing skill is an important subject to master. The product of writing of one student can be different from another, even with the same theme. The results of writing are better if the students feel more at ease and relaxed. Writing is not about finding an idea to write. Writing is how to combine vocabulary, grammar, diction, and an idea into a group of sentences. This study observed Writing I to Writing IV learning process because analyzing writing skill must be in sequence and cannot be separated. The students need to practise writing a lot, read any books, find some ideas, and choose excellent dictions to make a good research paper in the last activity of Writing IV.

Writing skills have been analyzed by *Javaherbakh (2010)*, *Gupta (2011)*, *Trong (2010)*, *Nezakatgoo (2011)*, *Bageridoust (2011)*, *Fenghua (2010)*, and *Sulaikah (2013)*. Generally they investigated the effect of self-assessment, the influence of motivation and attitude in the writing skill, the impact of journal writing, the effect of portfolio assessment, the efficacy of illustration as an assessment tool in improving the paragraph, the effect of meta-cognitive strategy, and they also described the teaching process at kindergarten. There has not been any research before about the differences in teaching writing in various stages (e.g. Writing I-Writing IV). To fill up the emptiness on that topic, the researcher wants to conduct a research entitled *The Instructional Design of Teaching Writing I-Writing IV at English*

*Department of Muhammadiyah University of Surakarta in 2013/2014  
Academic Year: A Naturalistic Study.*

## **B. Underlying Theory**

The underlying theory was consisted of previous study and theoretical review. The previous study encompasses several researchers who have conducted a study of instructional design of English teaching. They are Javaherbakh's work (2010), Gupta's work (2011), Trong's work (2010), Nezakatgoo's work (2011), Bageridoust's work (2011), Fenghua's work (2010), and Sulaikah's work (2013).

The theoretical reviews are consisted of instructional design. The elements of instructional design consist of: syllabus, learning objectives, instructional materials, teachers' roles, students' roles, classroom techniques, classroom procedures, teaching media, and assessment models.

A syllabus can be broadly defined as a specification of the work to be covered over a period of time with a starting point and a final goal (Cunningsworth, 1995: 54). Furthermore according to Harmer (2001: 296) there are seven kinds of syllabuses: grammar syllabus, the lexical syllabus, the functional syllabus, the situational syllabus, the topic-based syllabus, the task-based syllabus, and the last is the multi-syllabus syllabus.

Learning objectives are general statement which is intended effort in language program. The learning objectives of teaching learning process of



Writing in Muhammadiyah University of Surakarta are categorized into two namely, general objectives and specific objectives.

Teaching materials are key components in most language programs, whether the teacher uses textbooks, or institutionally prepared materials. Instructional materials generally serve as the basis for much of the language input learners receive and the target practice that occurs in the classroom. According to Richard (2001: 251), the materials take place in the form of (a) printed materials such as books, workbooks, worksheets, or readers; (b) non-printed materials such as cassettes or audio materials, videos, or computer-based materials; (c) materials that comprise both print and non-print sources such as self-access materials, and materials on the internet.

The lecturers and the students have some specific roles in teaching learning process. According to Harmer (2001: 261), the teacher's roles in conducting teaching writing skill are as a motivator, as a resource, and as a feedback provider and the students' roles in the teaching learning process are as an active participant, as a peer reviewer, and as a peer editor.

Talking about classroom techniques, Brown (2000: 343-346) described that there are five types of classroom writing performance such as: imitative or writing down, intensive or controlled, self-writing, display writing, and real writing.

In planning the lessons, teachers need to go around the cycle. According to Hammond in Fauziati (2010: 57) the classroom procedure consists of Building Knowledge of the Field, Modeling of text, Joint

Construction of Text, and Independent Construction of Text or Individual Application.

It is impossible to teach without teaching media. According to Harmer (2000: 134), the variety of teaching media consists of: picture and images, the OHP, board, language laboratory, bits and pieces, computer, video, radio, and tape-recorder.

Assessing writing is not a simple task. In assessing students' writing skills, the teacher needs some criteria. According to Harmer (2001: 323), there are some types of assessment test: multiple choice questions, cloze procedures, transformation and paraphrase, and sentence reordering.

### **C. Research Method**

To answer the research problems, a qualitative research method was used. Qualitative research is a situated activity that locates the observer in the world which consists of a set of interpretive, material practices that make the world visible. (Lincoln in Creswell 2007: 36). This means that qualitative researchers study things in the natural setting, attempting to make sense of, or interpret phenomena in terms of the meaning people bring to them. According to Angrosino (2007: 3) naturalistic study is an observation of people and events takes place in the setting in which they would naturally occur and involves those who would naturally take part in them. The aim is to capture the essential flow of everyday experience.

The research is held at English Department of Muhammadiyah University of Surakarta in Jl. A. Yani Tromol Pos 1 Pabelan Kartasura Surakarta Jawa Tengah 57162. The techniques of collecting data are consisting of observation, interview and documentation. The techniques of analyzing data are consisting of data reduction, data display, conclusion, and verification.

#### **D. Research Finding and Discussion**

There are nine major matters in the research findings. First is syllabus, second is learning objective, third is an instructional material, fourth is teachers' role, fifth is students' role, sixth is a classroom technique, seventh is a classroom procedure, eighth is teaching media and ninth is an assessment model.

##### **1. Syllabus**

One of important thing in teaching learning process is syllabus. Syllabus contains the materials that will be taught in the teaching learning activities. The types of syllabus of writing skill used at Muhammadiyah University of Surakarta are grammatical syllabus and task based syllabus.

The grammatical syllabus of writing skill was used in the first semester (Writing I) and second semester (Writing II). The syllabus of Writing I cover the application of punctuation, spelling, capitalization, and grammatically correct sentences in any types of text. Furthermore, the materials found in the syllabus of Writing II are: Identifying title, implementing function of controlling ideas in topic sentence, and

identifying relevant and irrelevant supporting sentences. It was taught when the lecturers explained about topic sentence.

The syllabus used in Writing III and Writing IV is task-based syllabus. The materials found in the syllabus of Writing III are: notion of essay, structure of essay (introduction, body paragraph, and conclusion), title of the essay, thesis statement, concept mapping, and essay outlining. Furthermore, the materials found in the syllabus of Writing IV are: types of writing, criteria for scientific writing, the structure of scientific paper and anatomy of article. It was taught when the lecturers explain about the introduction of research paper writing.

## **2. Learning Objective**

Learning objectives are general statement which is intended effort in language program. The learning objectives of teaching learning process of Writing in Muhammadiyah University of Surakarta are categorized into two namely, general objectives and specific objectives. General objective of Writing I enables students to write good and correct sentences, general objective of Writing II enables students to understand the concept of paragraphs and how it is developed, general objective of Writing III enables students to develop a good essay of different type of essay, general objective of Writing IV enables students to develop a good scientific paper

## **3. Instructional Materials**

The material delivered to the students of Writing I, Writing II, Writing III, and Writing IV are based on the syllabus. The teacher may

develop the materials by themselves to increase the student's knowledge. The instructional materials used at Muhammadiyah University of Surakarta were categorized into printed materials, visual materials, and materials from the internet.

#### **4. Teachers' Roles**

The teacher has specific roles in teaching Writing I, Writing II, Writing III, and Writing IV have specific roles. Harmer (1992: 57) elaborated that the teachers' role are as controller, an organizer, an assessor, a prompter, a participants, a feedback provider, a resource and a motivators. The lecturers of Writing I-Writing IV do some roles as an organizer, a consultant, a feedback provider, an assessor, and a motivator.

#### **5. Students' Roles**

During the teaching learning process of writing skills, the students have various roles. Good language learners are prepared to study and practise. As they are aware that language is a formal system with rules and regular relationship between language forms and meaning, they will pay more attention to these features. However, based on the observation conducted by the researcher in Writing I, Writing II, Writing III, and Writing IV, the students only played three roles. Their roles were: as an active participant, as a peer reviewer, and as a peer editor. Peer reviewer is more focused on the content, and peer editor is more focused on the structure of writing product.

## **6. Classroom Techniques**

The lecturers use some techniques in teaching writing class. These techniques are used to make the students participate more fully in the teaching learning process. Some techniques used by the lecturers on teaching writing are: brainstorming, discussing the theory, question and answer exercise, getting students to self-correct, and assignment.

## **7. Classroom Procedure**

Classroom procedure is an ordered sequence of technique applying in the teaching writing skill. Based on the Hammond's theory in Fauziati (2010: 57) the classroom procedure consist of: Building Knowledge of the Field, Modeling of text, Joint Construction of Text, Independent Construction of Text or Individual Application. Based on the observation done by the researcher, the classroom procedure of Writing I are BKOF, MOT, ICOT; classroom procedure of Writing II are BKOF, MOT, ICOT; classroom procedure of Writing III are Reviewing, Gathering Ideas, Organizing, Build Writing Activity; classroom procedure of Writing IV are Reviewing, Explaining the Materials, Gathering Ideas, Organizing, Build Writing Activity.

## **8. Teaching Media**

Language teachers may use a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity Harmer (2001: 134). There are some similar perceptions about media. Media is things that can be used to distribute the

message from sender to receiver to stimulate the sense, mind, attention and the students' interest to build the teaching learning process. In Muhammadiyah University of Surakarta there are some teaching media used by the lecturer for explaining the materials. Based on the observation, teaching media used by the lecturers are LCD projectors, boards, slides, and videos.

## **9. Assessment Models**

Assessments model is the tool used to measure students' capability in writing skill. Assessments model is held by gathering student's work and assessing this work using some kinds of rubric that rely on lesson objective. They can also replicate some activities practices as part of lessons as an assessments. This assessment is adopted from Brown's theory (2003: 221) and Harmer's theory (2001: 323). Assessments is a device to make score of students' competence in this research, the teacher uses many assessments models namely multiple choices, weekly assignment, mid-test, and final-test.

## **E. Conclusion and Suggestion**

### **1. Conclusion**

After describing and analyzing the data, the researcher wants to presents conclusion based on the result of the observation of teaching learning process on writing skill at Muhammadiyah University of Surakarta.

First, the syllabuses used in teaching Writing skill at Muhammadiyah University of Surakarta are grammatical syllabus, and task-based syllabus. Grammatical syllabus is applied in teaching Writing I and teaching Writing II, while task-based syllabus is applied in teaching Writing III and teaching Writing IV. In syllabus design, the content of each syllabus consists of: competency standard, basic competence, core materials, learning activities, and assessments.

Second, the learning objectives in teaching writing skill are divided into two: they are general objectives and specific objectives. General objectives of Writing skill are divided into four: General Objective of Writing I, General Objective of Writing II, General Objective of Writing III, and General Objective of Writing IV. The specific objectives are also divided into four: Specific Objective of Writing I, Specific Objective of Writing II, Specific Objective of Writing III, and Specific Objective of Writing IV. General objective of teaching learning process is based on the teaching learning description of 2013 curriculum, and specific objective is represented from every basic competence which can be seen in the lesson plan.

Third, the instructional materials applied in the teaching writing skill at Muhammadiyah University of Surakarta are printed materials, visual materials, and materials from the internet. Printed materials used in the teaching writing skill are handbooks and handouts. The lecturers do not limit the handbooks for the students. The students can look for the other



handbooks to enlarge their knowledge. In the observation, the researcher usually found that the lecturer gave one handout as the main materials for one semester. The visual materials used in teaching writing skill are videos. By watching the videos, the students are expected to get more ideas to write. The materials from internet are usually added in the teaching learning process. The students are not limited to learn from the books only. The students can also look for the materials from the internet.

Fourth, the teacher has crucial roles to develop some activities in the teaching learning process. Relating to the statement above, the teachers have some roles as an organizer, a consultant, a feedback provider, an assessor, and a motivator. As an organizer, the teachers organize students to do various activities. As a consultant, the teachers provide consultation session to give more understanding of the materials to the students. As a feedback provider, the teachers should respond positively to the contents of what the students have written. Furthermore, as an assessor, the lecturers have to know their students' progress in learning English. Teachers' role as a motivator means that the teacher should create the right conditions for the generation of ideas, and persuade the students to do a lot of effort for maximum benefit since the students have different ability and prior knowledge of writing.

The students also have an important role in the teaching writing skill. The students' roles are as an active participant, a peer reviewer, and a peer editor. As an active participant, the students have to active in the

classroom. The students also need to be a peer review in teaching writing. This means that the students have to cross check the other students' tasks to get improvement. In conclusion, peer reviewer is more focused on the content, and peer editor is more focused on the structure of writing product.

Classroom techniques are the other components in the teaching learning activities. The lecturers have some techniques in delivering the materials to the student. The first is explaining the theory; the second is question and answer exercises; the third is getting students to self-correct; and the last is assignment.

Classroom procedure is an important component in the teaching writing skill. The procedure of teaching writing is different from teaching the other skill. The classroom procedures of Writing I are Building Knowledge of the Field, Modeling of text, and Independent Construction of Text or Individual Application. The classroom procedures of Writing II are Building Knowledge of the Field, Modeling of text, and Independent Construction of Text or Individual Application. The classroom procedures of Writing III are Reviewing, Gathering Ideas, Organizing, Build Writing Activity. The classroom procedures of Writing IV are Reviewing, Explaining the Materials, Gathering Ideas, Organizing, Build Writing Activity.

Media are needed in teaching learning activities. Media used in the teaching writing skill at Muhammadiyah University of Surakarta are LCD projectors, boards, slides, and videos.

Assessment is another thing that must be considered well by the lecturers. In assessing the students' task, the lecturers use some models such as multiple choices, weekly assignments, mid-tests, and final-tests. The purpose of the test is to make a final review of the topics covered and assessment of each student's knowledge of the subject.

## **2. Suggestion**

The following suggestions are addressed to the writing lecturers and to the future researchers.

### **a. The Writing Lecturers**

Based on the observation done by the researcher, the researcher has found that there are some weaknesses in the process of teaching writing such as the students' characters, classroom situations, and the teaching techniques applied in the process of teaching writing.

The researcher found some unconfident students that could not make sentences, or develop some ideas into paragraph. The researcher suggests that in managing such students' character, it is better to give some motivation and make sure that the students can develop writing skill better if they practice. Positive advice is important for the students who feel pressured by writing skill. The lecturers also can play some videos or bring some items in the classroom and ask the students to

write what they have listened and watched from those items and videos. By watching and listening directly, the students can easily find some ideas to write.

Teaching writing needs some innovation to make it more interesting for the students. For the students, writing is the most difficult among the other skills. The students have to combine words to words, sentences to sentences and make them into some paragraphs. The researcher suggests that the lecturer should be more innovative in conducting teaching learning process. There are many teaching techniques that can be used in the teaching writing, such as teaching writing using mind-mapping, teaching writing using videos, teaching writing through blogs, or teaching writing using a series of pictures. The lecturers can develop some techniques based on the students' needs.

b. The Future Researcher

The researcher realizes that this research is far from being perfect. The researcher also limits this research only in teaching writing skills. The researcher also does not evaluate the students' scores in this research. The researcher hopes that the future researchers can make more contribution in teaching writing by conducting a research about the differences of the techniques used in the teaching writing. Then, they can contrast and compare the techniques to know which one is the best technique that can be applied to the students. The reasearcher also

hopes that the future researchers can do more by conducting a research about how to improve and develop a good ideas in writing.

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